HLTH476 – Death Education

Semester: Winter 2014 (January 2 through January 22)
Classroom and Time: Online
Instructor: Jennifer Hodgson, MPH
Office Hours: By appointment only
Office: 2374, SPH Building
Phone: 301-405-2523
Email: jhodgson@umd.edu (but the best way to reach me is to message me on Canvas)

Required Text:
ISBN: 978-0-205-00108-8

Course Description: HLTH476 is an examination of the genesis and development of present day death attitudes and behavior by use of a multidisciplinary life cycle approach. The underlying premise of this course is that people across the life span need accurate information to help them make important life decisions on death and dying. HLTH476 will provide basic information on key death and dying issues. Because this is an online class with a condensed schedule, this will be a rigorous course with lots to keep up with. You will need to be very disciplined and set aside a lot of time to listen to lectures, review your lecture slides, read your assigned textbook chapters, respond to discussion questions, do assignments, and study for/take exams.

Course Learning Objectives:
Upon completing this course, the student will be able to:
1. Conceptualize how our culture influences our attitudes and behaviors related to death and dying.
2. Describe how different cultures perceive death.
3. Describe differences between causes of death today and causes of death over 100 years ago.
4. Describe a typical child’s understanding/reaction to death.
5. Discuss factors that influence the typical and atypical grief and mourning response.
6. Define bereavement, grief, and mourning.
7. List the Hypothetical Stages of Ordinary Grief Response.
8. List the Kubler-Ross stages of grief.
9. Discuss how the sociological, psychological, educational, legal, and medical aspects of death and dying are interrelated.
10. Define “euthanasia.”
11. Describe four types of euthanasia.
12. Discuss arguments for and arguments against euthanasia.
13. Define “advance directive.”
14. Define “suicide.”
15. Discuss theory surrounding suicide.
17. Describe consumer aspects of funerals.
18. Describe the traditional funeral service and costs associated with it.
Course Requirements:
This course is run through Canvas, the University’s online classroom environment. All students MUST have access to Canvas. You will need to access Canvas at http://umd.instructure.com. You may login to this system using your UMCP Directory ID (your email login) and password. This provides you with access to all of the necessary course materials you will need (besides your textbook, of course).

Course Policies:
Extra credit will not be given in this course, and late exams, assignments, and discussion posts will not be accepted. You will receive a zero for anything submitted late.

Students who enroll in the class at any time during the drop-add period are responsible for all in-class work to date.

Rude, disrespectful or disruptive behavior will not be permitted. As the course includes online discussion, it is expected that students will refrain from using disrespectful language when posting discussion responses.

Email – The Official University Correspondence:

Verify your email address by going to www.my.umd.edu. All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

Late work and Missed Exams / Assignments:

Late assignments will not be accepted. You will receive a zero for anything submitted late.

Religious Observances:

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is
missed due to individual participation in religious observances. It is the student’s responsibility to inform the instructor in advance of any intended absences for religious observance.

Special Accommodations / Disability Support Services:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

Academic Integrity:
The Department of Behavioral and Community Health has a zero tolerance policy on academic dishonesty of any kind. If a Departmental instructor believes that a student has been involved in academically dishonest activity, he or she will report it to the University’s Office of Student Conduct, and is not obligated to disclose the report to the student in question. Once referred, the Office of Student Conduct will contact the student in writing to inform them of the charges.

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING**: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: [http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html).

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu).

Inclement Weather / University Closings:
In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling.
of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (http://www.umd.edu) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

However, because this is an online course, University closings due to inclement weather will not apply to coursework/due dates for this class. In other words, even if the University is closed due to inclement weather, you are still expected to complete all readings/lectures and coursework. Please contact me if you have any questions about this.

**Policies on Exams:**
This course includes three 20-point exams. They are posted in the “Exams” folder in Canvas.

You will be given 50 minutes to take each exam. The exams are open book/lecture, but you will not have enough time to find each answer. Therefore, it is important to study thoroughly for each exam.

The exams will contain 40 questions, each worth 0.5 points (to total 20 possible points). Exam 1 will be comprised of material covered in Module 1 and Module 2. Exam 2 will be comprised of material covered in Module 3 and Module 4. Exam 3 will be comprised of material covered in Module 5 and Module 6.

**NOTE:** Exam 1 and Exam 2 will be posted by 8 am on the day they are available, and they are due by 8 pm on the same day. Exam 3 will be posted by 8 pm the day before it is due, and will be due at 12 noon the following day. It is advisable that you start at least one hour before the deadline in case you experience technical difficulty. If you do not complete the exam in the required timeframe, you will be assigned a zero for that exam.

The exam can be opened only once. Once you open the exam you must complete it. If you close it, you won’t be able to open it again. If you have a bad computer or poor internet connection, I recommend that you use a university computer for exams. I will not allow students to retake exams due to technical difficulties.

The schedule for exams is as follows:
**Practice Exam:** Available January 2-January 6 (Note that this is not graded, but you are required to take to acquaint yourself with the system)
**Exam 1 (on Module 1 and Module 2):** Due January 8: Opens at 8 am and closes at 8 pm
**Exam 2 (on Module 3 and Module 4):** Due January 13: Opens at 8 am and closes at 8 pm
**Exam 3 (on Module 5 and Module 6):** Due January 22: Opens at 8 pm on January 21 and closes at noon on January 22

**Policies on Assignments:**
This course includes 2 assignments. They are posted in the “Assignments” folder in Canvas.

Assignment 1 (worth 6 points) requires students to complete and submit a worksheet regarding experiences and attitudes about death. More specific instructions for Assignment 1 are posted in Canvas.
Assignment 2 (worth 9 points) requires students to complete a learner journal by responding to 3 assigned readings, lectures, and/or videos to discuss knowledge acquired or insight gained and to share personal opinions, perceptions, or experiences related to particular topics. Assignment 2 will be split up into 3 parts, to be due 3 separate times during the semester. More specific instructions for Assignment 2 are posted in Canvas.

The schedule for assignments is as follows:

**Assignment 1**: Due January 7
**Assignment 2, Part 1**: Due January 8
**Assignment 2, Part 2**: Due January 13
**Assignment 2, Part 3**: Due January 17

**Policies on Discussion Board:**
This course includes an online discussion board. The discussion board will be accessed through the “Discussions” tab under our course site (http://umd.instructure.com).

There are 5 graded discussions, and each is worth 5 points. Each discussion topic will be available for a set amount of time, and you are required to post your response by 8 pm on the due date.

For each discussion question, you are expected to answer how you would in a typical class discussion—thoughtfully, with some sort of reference point to back your point up.

Once the discussion topic has been posted, you are expected to either answer the topic question directly, or make an educated response (with a reference) to a post that one of your classmates has made. You will receive credit whether you post an original response or respond to an existing post. I encourage all of you to respond to a classmate’s post at least once during the semester.

Each discussion will be worth 5 points. Please note that if you do not participate, you will receive a zero. Posts will be graded as follows:

- **5 points**: student provides outstanding insight and synthesis in response and incorporates readings, lectures, and outside information
- **4 points**: student provides good insight and synthesis in response and incorporates readings, lectures, and outside information
- **3 points**: student provides fair insight and response and ties in readings, lectures, and outside information
- **2 points**: student provides fair insight in response but does not incorporate readings, lectures, and outside information
- **1 point**: student posts response to a discussion question but post is inadequate, provides little insight, and does not incorporate readings, lectures, or outside information
- **0 points**: student posts no response to a discussion question

The schedule of discussions is as follows:

**Practice discussion**: Available January 2 through January 6 *(You MUST post a discussion response although this is not graded)*

**Discussion 1**: Available January 3—January 7
Discussion 2: Available January 6—January 8
Discussion 3: Available January 8—January 10
Discussion 4: Available January 10—January 14
Discussion 5: Available January 14—January 16

Grading Procedures:
Student grades will be derived from the following course components (100 total points):
- Exams (3), 20 points each for a total of 60 points
- Online Discussions (5), 5 points each for a total of 25 points
- Assignments (2), one for 6 points and one for 9 points, for a total of 15 points

There is no curve in this course. Student grades will be earned on a point scale such that:
A+ = 96-100%
A = 93-95%
A- = 90-92%
B+ = 86-89%
B = 83-85%
B- = 80-82%
C+ = 76-79%
C = 73-75%
C- = 70-72%
D+ = 66-68%
D = 63-65%
D- = 60-62%
F = 59 % and below

Available Support Services:
If you are experiencing difficulties in keeping up with the academic demands of this course, contact Learning Assistance Services, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking, and exam preparation skills. All of their services are free to UMD students. [http://www.counseling.umd.edu/LAS/](http://www.counseling.umd.edu/LAS/)

Course Outline / Course Calendar:
There are 6 sections in this course. Each section has associated lectures, videos, and readings. Lectures are available through the “Modules” tab in Canvas. You may want to print associated slides and take notes in order to study for the exams. Below is a suggested timeline for the course. Because this is an online course, you may move through each module faster than the suggested timeline indicates. Regardless of the way you proceed in this course, keep in mind that the exams and discussions will cover specific sections.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments and Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Th, Jan. 2</td>
<td>Module 1: An Overview of Death and Death Education</td>
<td>View: Lecture 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>View: Videos—“Cultural Perspectives on Death, Dying, and Bereavement” Reading: Chapter 1 and Chapter 2</td>
</tr>
</tbody>
</table>
| #2 | F, Jan. 3 | Module 1: An Overview of Death and Death Education | View: Videos—“Culture of Dying in America” Part 1 and Part 2  
*Reading:* Chapter 3 |
| #3 | M, Jan. 6 | Module 2: Death Education Across the Lifespan | View: Lecture 2  
View: Video—“When Families Grieve”  
*Reading:* Chapter 10  
*Due:* Practice Discussion (0 points)  
Practice Exam (0 points) |
| #4 | T, Jan. 7 | Module 2: Death Education Across the Lifespan | View: Video—“Last Lecture”  
View: Video—“Before I Die”  
*Reading:* Chapter 10  
*Due:* Discussion 1 (5 points)  
Assignment 1 (6 points) |
| #5 | W, Jan. 8 | EXAM 1 *(Opens at 8 am and Closes at 8 pm)*  
Module 3: Bereavement, Grief, and Mourning | EXAM 1  
View: Lecture 3  
View: Video—“Compassion and the True Meaning of Empathy”  
*Reading:* Chapter 11  
*Due:* Discussion 2 (5 points)  
Assignment 2, Part 1 (3 points) |
| #6 | Th, Jan. 9 | Module 3: Bereavement, Grief, and Mourning | View: Video—“Conversations Before Dying”  
View: Video—“Hospice and Palliative Care”  
*Reading:* Chapter 11 |
| #7 | F, Jan. 10 | Module 4: Euthanasia/Advance Directive | View: Lecture 4A  
Lecture 4B  
View: Video—“The Suicide Tourist”  
Video—“Let’s Talk about Dying”  
*Reading:* Chapter 9  
*Due:* Discussion 3 (5 points) |
<table>
<thead>
<tr>
<th>#8</th>
<th>M, Jan. 13</th>
<th>EXAM 2 (Opens at 8 am and Closes at 8 pm)</th>
<th>EXAM 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EXAM 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Assignment 2, Part 2 (3 points)</td>
<td></td>
</tr>
<tr>
<td>#9</td>
<td>T, Jan. 14</td>
<td>Module 5: Suicide</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>View: Lecture 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>View: Video—Begin watching “The Bridge”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Chapter 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Discussion 4 (5 points)</td>
<td></td>
</tr>
<tr>
<td>#10</td>
<td>W, Jan. 15</td>
<td>Module 5: Suicide</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>View: Video—Finish watching “The Bridge”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: NY Times Article, “A Year of Rising Suicides on Bridge and Tracks”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Chapter 7</td>
<td></td>
</tr>
<tr>
<td>#11</td>
<td>Th, Jan. 16</td>
<td>Module 6: Consumer Aspects of Funerals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>View: Lecture 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>View: Video—“The Undertaking”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Chapter 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Discussion 5 (5 points)</td>
<td></td>
</tr>
<tr>
<td>#12</td>
<td>F, Jan. 17</td>
<td>Module 6: Consumer Aspects of Funerals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Chapter 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Assignment 2, Part 3 (3 points)</td>
<td></td>
</tr>
<tr>
<td>#13</td>
<td>M, Jan. 20</td>
<td>UMD CLOSED FOR MLK DAY</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>#14</td>
<td>T, Jan. 21</td>
<td>EXAM 3 (Opens at 8 pm, closes at noon on Jan. 22)</td>
<td>EXAM 3</td>
</tr>
<tr>
<td>#15</td>
<td>W, Jan. 22</td>
<td>EXAM 3 (Closes at noon)</td>
<td>EXAM 3</td>
</tr>
</tbody>
</table>

Session Outline

**Session 1**

**Thursday, January 2**

**Topic:** An Overview of Death and Death Education (Module 1)

**Learning Objectives for Session:**

1. Conceptualize how our culture influences our attitudes and behaviors related to death and dying.
2. Describe how different cultures perceive death.

**Required Reading:** Chapter 1 and Chapter 2

**Required Viewing:**
- Lecture 1
• Video: “Cultural Perspectives on Death, Dying, and Bereavement”

Assignments/Exams:
• Practice Discussion Opens: See Canvas for Practice Discussion question and instructions (mandatory, worth 0 points, due Monday, January 6)
• Practice Exam Opens: See Canvas for Practice Exam instructions (mandatory, worth 0 points, due Monday, January 6)

Session 2  
Friday, January 3

Topic: An Overview of Death and Death Education (Module 1)

Learning Objectives for Session:
1. Conceptualize how our culture influences our attitudes and behaviors related to death and dying.
2. Describe how different cultures perceive death.

Required Reading: Chapter 3

Required Viewing:  
• “Culture of Dying in America” Part 1 and Part 2

Assignments:
• Discussion 1 opens: See Canvas for Discussion 1 instructions (5 points, due Tuesday, January 7)

Session 3  
Monday, January 6

Topic: Death Education Across the Lifespan (Module 2)

Learning Objectives for Session:
1. Conceptualize how our culture influences our attitudes and behaviors related to death and dying.
2. Describe differences between causes of death today and causes of death over 100 years ago.
3. Describe a typical child’s understanding/reaction to death.

Required Reading: Chapter 10

Required Viewing:
• Lecture 2
• “When Families Grieve”

Assignments/Exams:
• Practice Discussion closes at 8 pm
• Practice Exam closes at 8 pm
• Discussion 2 opens: See Canvas for Discussion 2 instructions (5 points, due Wednesday, January 8)

Session 4  
Tuesday, January 7

Topic: Death Education Across the Lifespan (Module 2)

Learning Objectives for Session:
1. Conceptualize how our culture influences our attitudes and behaviors related to death and dying.
2. Describe differences between causes of death today and causes of death over 100 years ago.
3. Describe a typical child’s understanding/reaction to death.

Required Reading: Chapter 10

Required Viewing:
- “Last Lecture”
- “Before I Die I Want To…”

Assignments:
- Discussion 1 closes at 8 pm
- Assignment 1 due at 8 pm

**Session 5**  Wednesday, January 8

Exam:
- Exam 1 (covers Module 1 and Module 2): Opens at 8 am and closes at 8 pm (40 questions, worth 20 points)

Topic: Bereavement, Grief, and Mourning (Module 3)

Learning Objectives for Session:
1. Discuss factors that influence the typical and atypical grief and mourning response.
2. Define bereavement, grief, and mourning.
3. List the Hypothetical Stages of Ordinary Grief Response.
4. List the Kubler-Ross stages of grief.

Required Reading: Chapter 11

Required Viewing:
- Lecture 3
- “Compassion and True Meaning of Empathy”

Assignments/Exams:
- Exam 1 opens at 8 am and closes at 8 pm (40 questions, worth 20 points)
- Discussion 2 closes at 8 pm
- Assignment 2, Part 1 due at 8 pm
- Discussion 3 opens: See Canvas for Discussion 3 instructions (5 points, due Friday, January 10)

**Session 6**  Thursday, January 9

Topic: Bereavement, Grief, and Mourning (Module 3)

Learning Objectives for Session:
1. Discuss factors that influence the typical and atypical grief and mourning response.
2. Define bereavement, grief, and mourning.
3. List the Hypothetical Stages of Ordinary Grief Response.
4. List the Kubler-Ross stages of grief.
Required Reading: Chapter 11

Required Viewing:
- “Conversations Before Dying”
- “Hospice and Palliative Care”

---

**Session 7**

**Friday, January 10**

Topic: Euthanasia/Advance Directive (Module 4)

Learning Objectives for Session:
1. Discuss how the sociological, psychological, educational, legal, and medical aspects of death and dying are interrelated.
2. Define “euthanasia.”
3. Describe four types of euthanasia.
4. Discuss arguments for and arguments against euthanasia.
5. Define “advance directive.”

Required Reading: Chapter 9

Required Viewing:
- Lecture 4A
- Lecture 4B
- “The Suicide Tourist”
- “Let’s Talk About Dying”

Assignments:
- Discussion 3 closes at 8 pm
- Discussion 4 opens: See Canvas for Discussion 4 instructions (5 points, due Tuesday, January 14)

---

**Session 8**

**Monday, January 13**

Exam:
- Exam 2 (covers Module 3 and Module 4): Opens at 8 am and closes at 8 pm (40 questions, worth 20 points)

Assignments:
- Assignment 2, Part 2 due at 8 pm

---

**Session 9**

**Tuesday, January 14**

Topic: Suicide (Module 5)

Learning Objectives for Session:
1. Discuss how the sociological, psychological, educational, legal, and medical aspects of death and dying are interrelated.
2. Define “suicide.”
3. Discuss theory surrounding suicide.
4. Describe public health concern surrounding suicide.

Required reading:
- Chapter 7

**Required Viewing:**
- Lecture 5
- “The Golden Gate Bridge Suicides”

**Assignments:**
- Discussion 4 closes at 8 pm
- Discussion 5 opens: See Canvas for Discussion 5 instructions (5 points, due Thursday, January 16)

### Session 10  Wednesday, January 15

**Topic:** Suicide (Module 5)

**Learning Objectives for Session:**
5. Discuss how the sociological, psychological, educational, legal, and medical aspects of death and dying are interrelated.
6. Define “suicide.”
7. Discuss theory surrounding suicide.
8. Describe public health concern surrounding suicide.

**Required reading:**
- Chapter 7

**Required Viewing:**
- Lecture 5
- “The Golden Gate Bridge Suicides”

### Session 11  Thursday, January 16

**Topic:** Consumer Aspects of Funerals (Module 6)

**Learning Objectives for Session:**
1. Describe consumer aspects of funerals.
2. Describe the traditional funeral service and costs associated with it.

**Required reading:** Chapter 12

**Required Viewing:**
- Lecture 6
- “The Undertaking”

**Assignments:**
- Discussion 5 closes at 8 pm

### Session 12  Friday, January 17

**Topic:** Consumer Aspects of Funerals (Module 6)

**Learning Objectives for Session:**
3. Describe consumer aspects of funerals.
4. Describe the traditional funeral service and costs associated with it.

Required reading: Chapter 12

Required Viewing:
- Lecture 6
- “The Undertaking”

Assignments/Exams:
- Assignment 2, Part 3 due at 8 pm

<table>
<thead>
<tr>
<th>Session 13</th>
<th>Monday, January 20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exam:</strong></td>
<td></td>
</tr>
<tr>
<td>- Exam 3 (covers Module 5 and Module 6): Opens at 8 pm (closes at noon on Wednesday, January 22—40 questions, worth 20 points)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 14</th>
<th>Tuesday, January 21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exam:</strong></td>
<td></td>
</tr>
<tr>
<td>- Exam 3 (covers Module 5 and Module 6): Closes at 12 pm (40 questions, worth 20 points)</td>
<td></td>
</tr>
</tbody>
</table>

**Introduction to Canvas for HLTH476**

The Canvas site has 8 sections. The contents within each section are described below. Material may be added to each section throughout the semester, and students will be notified via “Announcements” section if/when this has been done.

**Home:** This section is the main page for the course. You can click on course announcements as well as each course module from this page.

**Syllabus:** This section contains a file of your syllabus as well as a file of your course calendar with each due date outlined. Please read this section carefully and be sure to let me know if you have any questions.

**Modules:** This section houses the material required for each section of the course, including lectures, accompanying PowerPoints for each lecture, required course-related videos, and required textbook readings.

**Assignments:** This section lists all of the graded requirements for the course, including exams (which are posted in Canvas as quizzes), discussions, and assignments. Keep in mind that there is a separate section for discussions and quizzes, so the items you should complete from this section are Assignment 1 and Assignment 2.
Discussions: Here you will find a practice discussion (in which you will introduce yourself), as well as your five graded discussion questions.

Quizzes: This section contains your practice exam (which is required of you), Exam 1, Exam 2, and Exam 3.

Grades: You will be able to view your grades here once they have been posted. I will send out a message to the class once grades have been posted.

Announcements: A link to course announcements can be found by going to the “Home” section in Canvas and clicking the “Announcements” link. You should plan to check this section daily to ensure that you are up to date with all course information.